

Weekly Lesson Plan					
Teacher: N. Bray		Subject: Fitness & Conditioning I		Week: October 17, 2011	
	Monday	Tuesday	Wednesday	Thursday	Friday

Focus Activity: (Do this now) 5 to 7 minutes	NO SCHOOL - FALL BREAK	Students will take a pre-test over the walking lunge. TODAY'S LESSON WILL BE VIDEOTAPED	Students will take a differentiated quiz over the walking lunge today.	Students will record today's workout in their spiral notebook and then perform the exercises listed for their Heart Warm-up.	Students will take a short quiz on Health Risk Factors.
Learning Objectives(s): (Today you will learn)		1ST AND 2ND PERIOD: 1) What is the walking lunge and why is it important to learn? 2) What health benefits can I receive by adding walking lunges to my workouts? 3) Why is it important to learn the proper form and technique of the walking lunge? STANDARDS ADDRESSED: 1.2.7 - demonstrate biomechanics principles that apply to the development of motor skills (e.g., extension, flexion, abduction, adduction, pronation, supination) 1.3.2 - demonstrate proficient movement patterns in a variety of physical activities 3.1.1 - participate in physical activity during their leisure time 2.1.1 - understand and identify safety procedures 2.1.5 - explain the benefits of physical activity participation 3.2.4 - monitor physical activity through the use of an activity log 1ST & 2ND PERIOD WILL PERFORM AN UPPER BODY WORKOUT TODAY. THEY HAD THIS LESSON ON THURSDAY	1) What are health risk factors and why do I need to know about them? 2) What diseases effect my family or friends and what are the risk factors for each? 3) What can I do to prevent controllable risk factors from effecting my health? STANDARDS ADDRESSED: 5.1.6 - participate in cooperative learning activities 2.3.4 - monitor physical activity through the use of an activity log 2.2.2 - understand health-related components of physical fitness and how they relate to overall health and well-being 3.1.1 - participate in physical activity during their leisure time 3.2.4 - monitor physical activity through the use of an activity log	1ST AND 2ND PERIOD: 1) What is the walking lunge and why is it important to learn? 2) What health benefits can I receive by adding walking lunges to my workouts? 3) Why is it important to learn the proper form and technique of the walking lunge? STANDARDS ADDRESSED: 1.2.7 - demonstrate biomechanics principles that apply to the development of motor skills (e.g., extension, flexion, abduction, adduction, pronation, supination) 1.3.2 - demonstrate proficient movement patterns in a variety of physical activities 3.1.1 - participate in physical activity during their leisure time 2.1.1 - understand and identify safety procedures 2.1.5 - explain the benefits of physical activity participation 3.2.4 - monitor physical activity through the use of an activity log 3RD & 4TH PERIOD: 1) How can I assess my exercise form and technique? 2) What's the difference between muscular strength and muscular endurance?	1) What are the health-related components of physical fitness? 2) What are the skill-related components of physical fitness? 3) Why does a person not have to be a good athlete to be physically fit? 4) Why is it important to know your current level of health-related fitness. STANDARDS ADDRESSED: 2.1.3 - define health-related physical fitness 2.1.4 - define skill-related physical fitness 2.1.5 - explain the benefits of physical activity participation

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<p>Instructional Strategies: 30 minutes</p> <p>Strategy #1</p> <p>Strategy #2</p>		<p>Students will begin learning the walking lunge from their knees and I will lead demonstrations and monitor students' practice.</p> <p>After students master the first set of skills needed to perform the walking lunge properly, they can move to the stationary lunge if time allows.</p>	<p>I will lead students through note taking using graphic organizers. I will have a partial graphic organizer completed and will have the remaining information on the side of the board. Students will decide where the information belongs on the graphic organizer and explain why it belongs there.</p>	<p>1ST & 2ND PERIOD Students will perform 2 sets of 5 "Knees to Feet" and stationary lunges. Partners will use the same checklist from the first lesson to measure learning of the skill to this point.</p> <p>3RD & 4TH PERIOD After warming up, students will begin their workout for today - recording their data on their log in their spiral notebook.</p>	<p>Students will begin working on Assignment #5 of their Personal Fitness Program Websites answering the guiding questions listed above in their own words and what they mean to each person individually.</p>
		<p>Students will use a rubric to assess which category of mastery they fall in today and list what they need to improve upon to move to the next level (Beginner, Proficient, and Mastery or Accomplished)</p>	<p>Students will work in pairs or small groups to study the health risk factors for heart attacks. Students will complete a guided worksheet to help them search for important information from the research found on the Mayo Clinic website.</p>	<p>1ST & 2ND PERIOD Next, students will perform the walking lunge. I will go over the steps and demonstrate as the class mimics my movements. Students will be given a new checklist for the walking lunge to work with their partner as before and will practice the skill 3-5 sets of 5-10 depending on their personal abilities.</p> <p>3RD & 4TH PERIOD As students rotate to the bench press, they will perform one set on the bench set up for video. I will record students' performance and provide students with pictures and/or video for them to self-assess.</p>	<p>Students will update their workout data into their Google Doc spreadsheet and make sure they share that spreadsheet with the teacher in order to receive their credit.</p>

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<p>Accommodations: See attachment</p>		<p>Some students will not have the leg strength to perform multiple sets and may need additional rest time. Some students have physical limitations and will need to adjust the number of reps, the technique, or have their workout changed to different exercises, such as leg extensions or leg presses.</p>	<p>Students who need assistance will work with their usual partners. Completed graphic organizers will be provided to students who need them. Students will be given quizzes based on their needs (SPED, ESL, etc.) Lessons will be available on our class website with voice over so students can access as needed.</p>	<p>Some students will not have the leg strength to perform multiple sets and may need additional rest time. Some students have physical limitations and will need to adjust the number of reps, the technique, or have their workout changed to different exercises, such as leg extensions or leg presses.</p> <p>Coby and Denzelle both have physical limitations and will have exercises that need changing (Coby - light weight; Denzelle - dumbbell only because of hand in cast)</p>	<p>Students who need assistance will be allowed to work with a classmate, my teacher assistant, or myself.</p> <p>I have also placed additional resources on our class website to assist students in learning more about the lesson if they need more instruction.</p>
<p>Modifications: See attachment</p>		<p>No students in 3rd or 4th period should have any modifications needed that I am aware of at this point. Adjustments will be made if needed.</p>	<p>Some students will not be required to do the homework assignment (SPED).</p>	<p>Antoinette(scoliosis) and JerMilton (heart) may not be able to participate as they are both under doctor's care.</p> <p>Coby and Denzelle may not be able to perform exercises that require heavy weights or use of the back (Coby) or the use of both hands (Denzelle).</p>	<p>Some students will not be required to do the homework assignment (SPED).</p>

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<p>Independent Practice/ Homework:</p>		<p>Students will perform multiple sets of exercises at each stage of skill development with a partner or in small groups.</p> <p>HW: 1) Students will follow their 3-Week Workout Plan they created after analyzing their fitness results and creating short-term goals to improve their results. They will re-test in 3 weeks to see if they have improved and to make changes to their plan.</p>	<p>Students will work in pairs to study the risk factors for heart disease followed by a homework assignment where they do the same to diseases that affect people they know.</p> <p>HW: 1) Students will go to the Mayo Clinic website and repeat the work done for heart disease on three diseases that affect someone they know. (Due: Tuesday 10/18/11) 2) Students will follow their 3-Week Workout Plan they created after analyzing their fitness results and creating short-term goals to improve their results. They will re-test in 3 weeks to see if they have improved and to make changes to their plan.</p>	<p>1ST & 2ND PERIOD Students will be given a new checklist for the walking lunge to work with their partner as before and will practice the skill 3-5 sets of 5-10 depending on their personal abilities.</p> <p>3RD & 4TH PERIOD Students will perform each exercise 3 sets of 10 repetitions.</p> <p>HW: Students will follow their 3-Week Workout Plan they created after analyzing their fitness results and creating short-term goals to improve their results. They will re-test in 3 weeks to see if they have improved and to make changes to their plan.</p>	<p>Students will be asked to create a graph of their workout data and analyze their graphs with the following guiding questions:</p> <ol style="list-style-type: none"> 1) What do I notice when I look at the graph? Do I see any patterns? 2) What does the graph say about my personal effort to improve my fitness? 3) How can I use this data and graphs to help me improve my fitness?
<p>Assessments & Evaluations</p>		<p>I will visually assess students as well as watch the recorded lesson to determine the level of student understanding and skill development. Students will also assess their own mastery of the skill.</p>	<p>Students will take a walking lunge quiz and then grade their own quizzes. Students will use a different color pen or coloring pencil to make corrections.</p>	<p>1ST & 2ND PERIOD I will visually assess students as well as watch the recorded lesson to determine the level of student understanding and skill development. Students will also assess their own mastery of the skill.</p> <p>3RD & 4TH PERIOD Students will be given either a DVD or pictures of their bench press performance and be asked to evaluate their technique and form. Students will determine what needs to be improved so they can prepare for my assessment of their physical performance.</p>	<p>Students will take a short quiz on Health Risk Factors.</p> <p>Students will have their websites assessed using the rubric provided at the beginning of the assignment.</p> <p>I will move around the library monitoring and assisting students as needed.</p>

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<p>Closure: (Ticket out the Door) 10 minutes</p>		<ol style="list-style-type: none"> 1) Why is the walking lunge an important exercise to learn and add to your workout? 2) What are the benefits of adding this exercise to your workout plan? 3) Why is it important to learn proper form and technique of the walking lunge? 	<ol style="list-style-type: none"> 1) What are health risk factors and why do you need to know about them? 2) What diseases affect your family or friends and what are the risk factors for each? 3) What can you do to prevent controllable risk factors from affecting your health? 	<p>1ST & 2ND PERIOD</p> <ol style="list-style-type: none"> 1) Why is the walking lunge an important exercise to learn and add to your workout? 2) What are the benefits of adding this exercise to your workout plan? 3) Why is it important to learn proper form and technique of the walking lunge? <p>3RD & 4TH PERIOD</p> <ol style="list-style-type: none"> 1) Why videotape workouts or exercises? 2) How can an exercise like the bench press be done for muscular strength and then muscular endurance? 3) What are some careers that require muscular strength or muscular endurance and why are they important for those careers? 	<ol style="list-style-type: none"> 1) What are the health-related components of physical fitness? 2) What are the skill-related components of physical fitness? 3) Why does a person not have to be a good athlete to be physically fit? 4) Why is it important to know your current level of health-related fitness.
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